DOCUMENT RESUME

ED 428 982 SO 029 146

TITLE	Created Equal: A Report on Gender Equity in Alaska Education -- Then and Now.
INSTITUTION	Alaska State Dept. of Education, Juneau.
PUB DATE	1998-00-00
NOTE	16p.; Prepared by Madden Associates.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Equal Education; *Females; Higher Education; *Sex Discrimination; State History; *Womens Studies
IDENTIFIERS	*Alaska; *Title IX Education Amendment 1972; Womens History

ABSTRACT

A collaboration of the major public Alaska education entities commemorates two key milestones of gender equity in education: (1) the 25th anniversary of Title IX of the federal 1972 Education Amendments, that prohibits gender discrimination against students and employees of elementary, secondary, and postsecondary education institutions; and (2) the 15th anniversary of Chapter 18 of Alaska Statutes, prohibiting discrimination based on sex or race in public education in Alaska. This report, based on historical, legislative and newspaper archives, and current publications and discussions on gender equity in Alaska education, shows progress that has been made toward gender equity in the areas of athletics, mathematics and science education, vocational education, technology, and education administration. In some areas, such as athletics and non-traditional occupations, things are clearly better than a generation ago. In other areas such as mathematics and science, there has been little change. The report advocates that the state renew its commitment to gender equity by encouraging full participation in education to all of Alaska students. Sections of the paper include: (1) Introduction; (2) Legislation; (3) History; (4) Results; and (5) Status. A 31-item bibliography concludes the paper. (EH)

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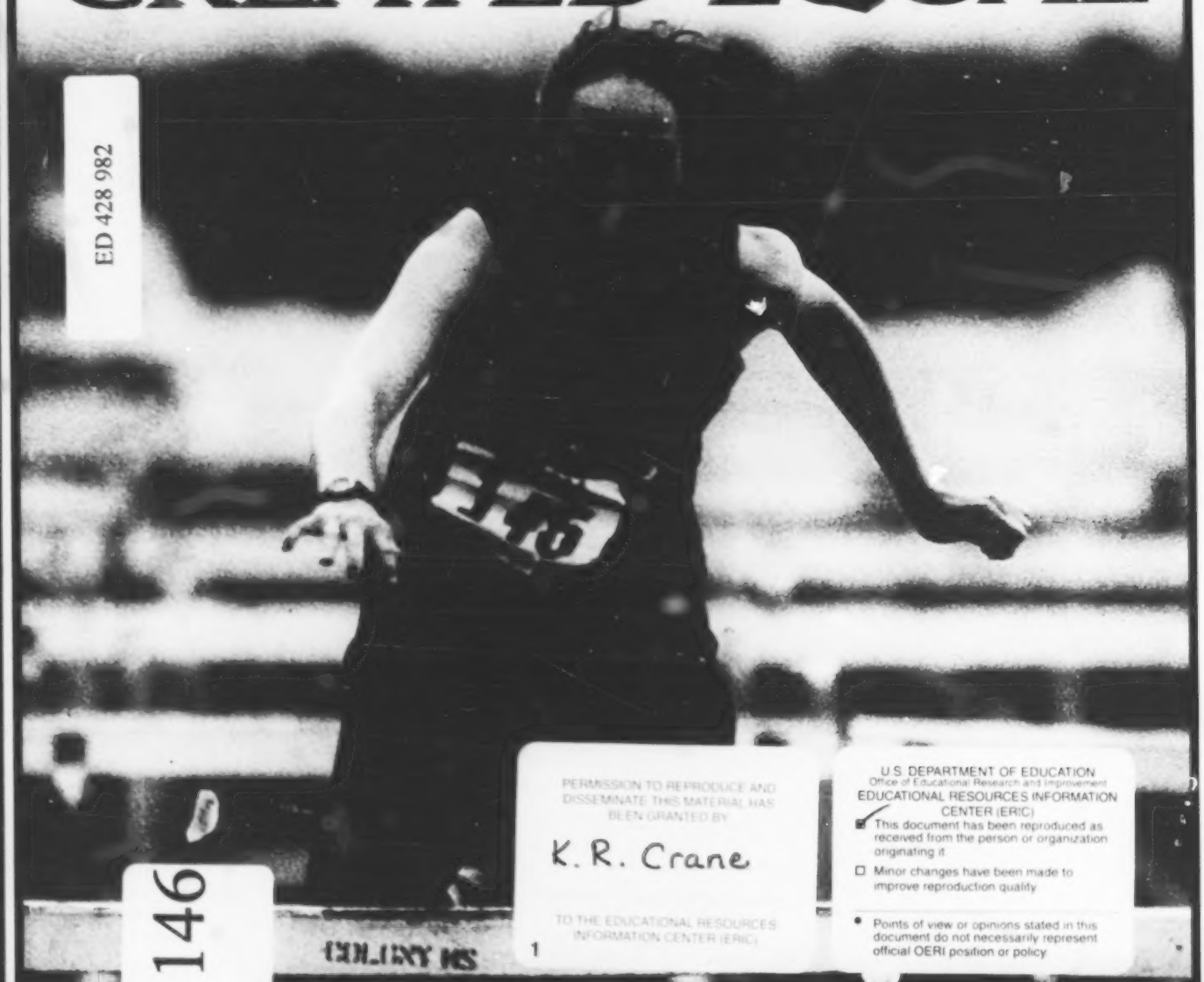

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SO 029 146

A REPORT ON GENDER EQUITY IN ALASKA EDUCATION— THEN AND NOW

BEST COPY AVAILABLE

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PREPARED BY

Madden Associates
Juneau, Alaska • April 1998

COLLABORATORS

To produce this report, Madden Associates received financial and other collaborative support from:

- Alaska Department of Education
- University of Alaska
- Association of Alaska School Boards
- National Education Association (NEA)-Alaska
- Alaska Council of School Administrators

FRAN ULMER
LIEUTENANT GOVERNOR
STATE OF ALASKA

April 3, 1998

Dear Alaskan:

Education is a vital resource for our state's citizens. To deny anyone full participation in available educational opportunities hurts both the individual and the entire Alaska community. This school year marks the anniversary of federal Title IX and of companion state legislation, both of which prohibit discrimination in education based on gender. As such, it seems a good time to reflect on how well Alaska has done in opening educational access to girls and young women.

This report looks at our progress in several areas: athletics, math and science education, vocational education, technology, and education administration. In some areas—for example, athletics and women in non-traditional occupations—things are clearly much better than a generation ago. In others—particularly math and the hard science areas—there has been disappointingly little change.

For Alaska to prosper in the 21st Century, we need the talents and skills of all of our citizens. We cannot allow half of our population to achieve adulthood without the tools for dealing with a complex and increasingly technological world.

To assure that this does not happen, we must build on the efforts of the past quarter of a century. Let us, as a state, renew our commitment opening full participation in education to all of Alaska students.

Sincerely,

Fran Ulmer

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Lieutenant Governor

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DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

March 19, 1998

Dear Alaskan:

Alaska, the Last Frontier. A place where all people can follow their dreams. A place that honors individual effort and achievement.

We like to think of our state in these terms. For some, this is a true picture. But for others, Alaska has presented barriers which keep them from reaching their full potential.

Lack of access to the full range of educational opportunities, particularly for girls and young women, is one such barrier. Twenty-five years ago, the federal government made discrimination in education on the basis of gender illegal. Ten years later, Alaska followed up with our own statute, designed to assure an equal playing field for both sexes in academic and vocational education as well as extra curricular activities.

The education community in Alaska has made great efforts to infuse the spirit of this legislation into our public school system. Programs at all levels—from pre-school to university—have been scrutinized and reworked to eliminate gender bias. School athletic programs have been greatly expanded to offer opportunity to female athletes. Vocational programs have actively encouraged both males and females to explore and train for non-traditional occupations. New state standards call for equal achievement in core areas for both boys and girls.

Yet, there is still work to be done. As this report shows, girls are still not enrolling in significant numbers in higher math and science courses. Fear of technology creates new barriers to full participation for many female students. Women are still underrepresented in professorships and in top level education administration.

As Commissioner of Education, I call on all segments of the state's educational system—teachers, administrators, parents and the students themselves—to continue work toward a system which is truly accessible to all.

Sincerely,

Shirley J. Holloway

Shirley J. Holloway, Ph.D.
Commissioner

INTRODUCTION

This report—a collaboration of the major public Alaska education entities—commemorates two key milestones of gender equity in education:

- The 25th anniversary of Title IX of the federal 1972 Education Amendments, which prohibits gender discrimination against students and employees of elementary, secondary and postsecondary education institutions.
- The 15th anniversary of Chapter 18[1] of Alaska Statutes, prohibiting discrimination based on sex or race in public education in Alaska.

Madden Associates prepared the report based on information from historical, legislative and newspaper archives, current publications and discussions on gender equity in education. Also included are results of interviews with Alaskans historically instrumental or currently active in the development, implementation, and monitoring of gender equity.

The following pages document the beginnings, development and current status of equity in education for Alaska girls and women in the areas of

- programs and courses
- athletics
- administration and leadership

LEGISLATION

Title IX states:

> *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

The law was passed after congressional hearings documented widespread existence and consequences of sex discrimination in education. It applies to all areas of education and most public and private schools, from kindergarten through professional school. Areas covered include:

- recruitment and admissions
- educational programs and activities
- course offerings and access
- counseling, financial aid, employment assistance
- facilities and housing
- health and insurance benefits and services
- marital and parental status
- scholarships
- athletics
- sexual harassment

In 1981 the Alaska State Legislature followed up on federal action by passing Senate Bill 99, *An Act Prohibiting Sex Discrimination in Education in the State and Implementing Art. 7, Sec. 3 of the Alaska Constitution.* This legislation was later codified into Alaska statute as Title 14, Chapter 18: *Prohibition Against Discrimination Based on Sex or Race in Public Education.* The law came into full effect in 1982 with the adoption of companion regulations by the Alaska State Board of education.

[1] Title 14, Chapter 18

HISTORY

The intent of equity laws both nationally and in Alaska was to change attitudes and to suggest different ways to promote gender equity into all education activities. The laws urged people to examine how both boys and girls are educated and encouraged classroom teachers to participate in training to initiate different approaches and changing attitudes to teaching.

Before the laws:

- female students were not allowed to take certain courses, such as auto mechanics or criminal justice; boys did not take home economics or family life courses
- some high school and college marching bands would not allow women to play.
- girls' high school athletic teams—where they existed—used the gym at off hours and seldom had uniforms
- there were no women high school principals or superintendents in Alaska and few nationwide
- most medical and law schools limited the number of women admitted to 15 or fewer per school
- many colleges and universities required women to have higher test scores and better grades than male applicants to gain admission
- women faculty members were excluded from faculty clubs and encouraged to join faculty wives' clubs instead[2]

Alaskans close to the education process in the early 1970's saw developing equity in the classroom as a long-term process. They knew that implementing Title IX would be difficult because sexism and gender stereotyping were deeply ingrained in the educational system and society as a whole.

Alaskans close to the education process in the early 1970's saw developing equity in the classroom as a long-term process.

Soon after Title IX was passed and began to be implemented, *A Preliminary Study: The Status of Women in Alaska*—prepared for the Alaska Commission for Human Rights—observed, "From kindergarten through college, students are exposed to textbooks that reinforce the notion that men do the important work of the society and woman do the less important work."

Those carrying the message at that time found that generally the attitude in Alaska towards increasing gender equity was "poor" and, until raised at the federal level, a need to do so was not acknowledged. Some interviewed for this study believe that to many the places of men and women in Alaska society seemed the natural order and getting people to recognize any equity problem was difficult. However, they also noted that living in Alaska did open doors for everyone, including women, and tended to somewhat lessen discrimination against them.

The discussion in Alaska about education gender equity centered on such issues as:

- district school boards and superintendents who often didn't see discrimination
- counselors who thought that different genders were not suited for certain jobs
- textbooks that encouraged women for homemaking only and which viewed motherhood and employment as separate
- study materials in middle school and high school sciences and mathematics which presented men in job situations and women as little girls
- economic and social barriers to having females accepted at different levels of society and the workplace

Alaska, like other states, chafed under the requirement of meeting gender equity in sports competitions. Until 1972, girls athletics had existed as a scholastic token. Competition was relegated to Girls Athletics Association (GAA) Playdays, when girls gathered for informal, intramural or interscholastic competition.

Women who qualified to be administrators knew there was a "glass ceiling" which kept them firmly in middle management. As with most parts of the country, the glass ceiling also existed for girls and women in the areas of mathematics, science and, later, computers.

Title IX caused awareness of all these issues. Some accepted this as reality; some thought women were seeking specialized treatment and were not being realistic. Despite these constraints, the state moved to implement Title IX.

[2] Some of the above information is taken from: Report Card on Gender Equity, National Coalition for Women and Girls in Education, 1997.

During the mid to late 1970's such State entities as the Alaska Board of Education, the Alaska Department of Education (DOE), the Alaska Commission on Women, and the Alaska School Activities Association (ASAA) acted to bring their functions and responsibilities into compliance with the federal and state efforts towards gender equity.

In 1976, the State Board of Education adopted a non-discrimination policy which required the department to evaluate current policies and practices, eliminate any discrimination found there and help school districts address discrimination in programs, policies and curriculum.

The Board also urged school administrators and school boards to review the issue of gender discrimination in employment and all curricular areas, including

- elimination of one-sex, required courses
- allowing pregnant, female students—whether married or unmarried—to remain in school for full term if physically able and return to school following childbirth
- letting girls participate in competitive team sports; and
- ending exclusion of female athletes from competition as members of male teams in non-contact sports

The State Board also mandated in state regulation[1] that the ASAA would comply with Title IX in administering all activities.

In 1973-74 the DOE, limited in funding resources, developed a low-key implementation plan. It established an in-house task group to consider reasons for so few women in education administration, both in districts and the Department. This effort culminated in the *Women in Administration Project* in conjunction with the Council of School Administrators, which trained 20 women and provided practical experience. Several of the program participants ultimately became district superintendents. The DOE group also established the first career ladder in state government to assist women to proceed from clerical to administrative positions.

Change was slow. For example, even with the advent of Title IX, the Anchorage School Board did not include women in its original non-discrimination board policy. As a direct result, the Anchorage Women's Caucus was formed by an activist group of about ten women educators, including Lisa Rudd who later as a state representative introduced the first version of a gender equity bill. The Caucus advocated gender equality in the areas of curriculum, sports, and administrative opportunities. The major goals were:

- more equity of women's sports (uniforms, reasonable practice schedules, scholarships, pay for women's coaches)
- more women administrators

Later the Caucus became recognized statewide through affiliation with National Education (NEA)-Alaska.

In the rural schools, in particular, Title IX was considered only in extra-curricular activities. The emphasis was not on academics. When it was first addressed, people in rural areas did not regard gender equity as a core issue.

Federal action was clearly not enough. To overcome equity barriers in Alaska, the State needed to be actively involved, along with the educators and the communities, and the older people who reflect the attitude of the community.

[1] 4AAC 06.111

As State Sen. Charlie Parr, author of Senate Bill 99 that eventually became Chapter 18, commented in an interview,

> *Since the Russian Empire days, the federal government never got around to enforcing laws in Alaska, so we needed to come up with some control. Sex equity, as a general attitude, is the old chiché, like God, home and motherhood. No one can say there shouldn't be sex equity.*

But just "saying it" wasn't getting the job done. During the 1981 legislative hearings on SB99 bill, proponents urged the state to "clean its own educational house as far as gender equity is concerned." Areas they said needed change included:

- traditional ideas held about men/women education requirements—for example, requiring students to take classes based on gender such as, 7th grade girls, home economics; 7th grade boys, woodshop
- self-supporting women with the same education as men making half the wages
- wives, educated to low-paying jobs or those with little chance to advance, not able to find jobs to support children
- displaced homemakers
- equal education opportunities not hampered by such anachronisms as mathematics and science being traditionally boys subjects
- athletic opportunities traditionally offered to boys, being offered to girls at "not prime time" practice hours
- girls who play on athletic teams lacking presentable uniforms and not being allowed to compete for scholarships.

Since the Russian Empire days, the federal government never got around to enforcing laws in Alaska, so we needed to come up with some control.

—Sen. Charlie Parr

One of the reasons state legislators introduced their own sex equity bill was because the federal legislation had no control over curriculum or textbooks. People recognized early that just giving both genders access to education was not enough. There also had to be curriculum development relevant to common needs of boys and girls.

The State responded to curriculum concerns with Chapter 18, which has been viewed as one of the strongest state sex discrimination laws in the nation. In Alaska's legislation, school boards, teachers, curriculum, and textbooks were required to address gender equity issues. The state law also emphasized training for teachers and administrators in equity issues and methods of overcoming bias in the curriculum, classroom management and school activities.

RESULTS

Administration and Education Leadership.

Since the advent of Title IX and Chapter 18 the rise of women in education administration in Alaska has been notable. In the early 1970's the Anchorage elementary school staff had only three woman principals. Currently, almost two-thirds of elementary principals are women. Statewide, there were only 12 elementary principals in 1972, the majority of whom were principal teachers in rural schools. Today, there are 164. In 1972, there were no women secondary principals or superintendents. In 1973 at Service High School the first female, secondary principal was appointed. It was not until the 1980/81 school year that the first women superintendent was hired. Today, there are 94 secondary school administrators and eight women superintendents—about 31 and 15 percent of the total, respectively.

At the state level, a little over one-third (36 percent) of administrators at the Department of Education and the Alaska State Operated School System were women when Title IX came into being. Today, not only is the Commissioner of Education a woman, but 4 of the 5 division directorships in the Department are held by women.

In the university system, women filled a little less than 30 percent of all regular faculty positions and 10 percent of full professorships in 1979, the first year for which such data is available. Female participation in administrative and professional positions was at similarly low levels.

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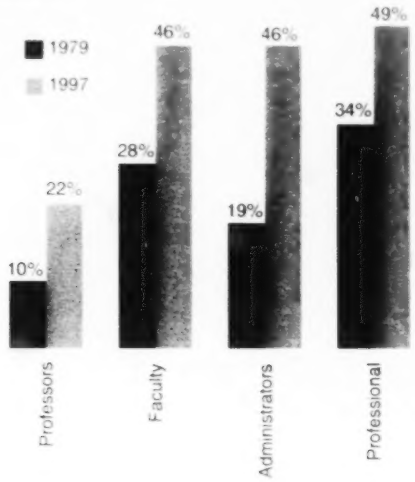
Chart 1 shows the change in participation from 1979 to the 1996/97 academic year.

CHART 1



Women who worked in administration at that time see a marked improvement in the attitude towards women administrators. According to them, at that time some men were being promoted into administration after only a few years of classroom teaching experience, while women with considerable classroom experience were being passed over for promotion.

However, despite—or in some cases, because of—these gains, the status of women in leadership positions is still not assured. The Alaska Association of Secondary School Principals (AASSP) says that some white males are feeling locked-out of administrative positions. During the last 10 years this concern and some dissension have been voiced by white males and principals at Board meetings. Some female principals are retiring and the jobs may be filled by males.

A representative of the Association of School Boards remembers the difficult battles of the 1970's to provide women entry into education administration. She is concerned that without DOE actively tracking Title IX and Chapter 18 compliance, the level of awareness in that area will not continue, and people will begin taking the changes made for granted.

...the status of women in leadership positions is still not assured.

Educational Programs

While the link between implementing Title IX and increased opportunities for women and girls in athletics is well-known, the connection between the law and gender equity in curricular areas such as mathematics, science, technical education and technology education involving computers is not always recognized.

Research has demonstrated that societal attitudes in general contribute particularly to under-representation of women in science and math. Historically, female participation in both technological education and careers has been overtly discouraged. More subtle forms of unconscious behavior may begin at an early age to inhibit females' interest in technological education.

The DOE and school district math and science specialists see "attitude change" in the classroom as a major step towards creating gender equity in math and science. There must be integration of gender equity into all activities, and teachers must be taught to reach out to girls. This can be addressed through inservicing in equity-establishing teams of teachers to observe other teachers and provide feedback.

That these and similar activities can produce real change is attested to by a new report funded by the Women's Educational Equity Act, which found that:

> *In recent years, the number of females taking high school algebra, geometry and calculus has increased and is now similar to the percentage of males taking these courses. In addition, gender difference in mathematics achievements in most areas have continued to decline. The popularly-held belief that males as a sex are predisposed to achievement in mathematics is being challenged by research illustrating the negative impact on females by stereotyping and lack of encouragement by teachers and parents...indicating that differences have more to do with socialization than with genes.*[4]

The DOE offers teachers professional development in technology education methods and materials. The staff helps districts write progressive development plans and sponsors math institutes in the summer and during the school year. The Department has done some curricula product development in the past but does not generate or collect any quantifiable data on female technology class participation and success. Also, interviews and surveys for this study show little such information being generated from the districts.

Concern exists that gender inequities documented in learning of math and science will be mirrored in the use of computers in education. Because computers are so often linked with math and science, long considered male domains, how computers are being used in teaching and learning may have serious consequences for learning and career activities of girls.

The lack of women in careers emphasizing computer technology is real, and girls do not have high expectations there. Computers have made women feel even more shut-out from these jobs. The conviction still prevails with some that women can't perform or even learn the skills required of these occupations.

Developing gender equity in the classroom is a long-term process. According to a recent Alaskan study[5] on girls and technology, the first step is looking at girls and their aspects of socialization. Girls are more social and interested in feelings. If technology is associated with cooperation and communication, girls will pay attention. Girls will work on the computer in the classroom. The ideal situation is for both the teacher and the students to view the computer as part of the class work flow which results in very little gender selection.

Opening all courses to both genders has resulted in some significant shifts, not only in math and science but also in vocational education. One interviewee sees a big change as far as students are concerned in their attitude towards gender-related classes.

> *Parents are surprised when they find a son or daughter in what once was a gender specific class. I think student's attitudes change but parents do not. Students are encouraged by peers to seek different experiences.*

Statistics from 1972 to the present for vocational education reveal substantial progress in some areas. For example, as shown in the following charts, women have increased their enrollments in some of the more scientific and technical occupations, while they now represent a substantially lower percentage of enrollments in occupations traditionally categorized as "women's work." Of concern, however, is the still very low enrollments in technical education and the decreasing participation in business education programs, where the bulk of computer training—particularly beyond the basic literacy level—is concentrated. (Both trends are illustrated on the following page.)

[4] Women's Educational Equity Act Resource Center Digest, August 1997

[5] Dee Wilcox, Girls and Computers, Masters Thesis, <http://www.northstar.k12.ak.us/home/dwilcox/thesis>

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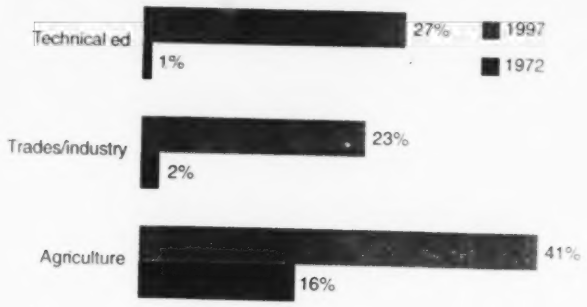

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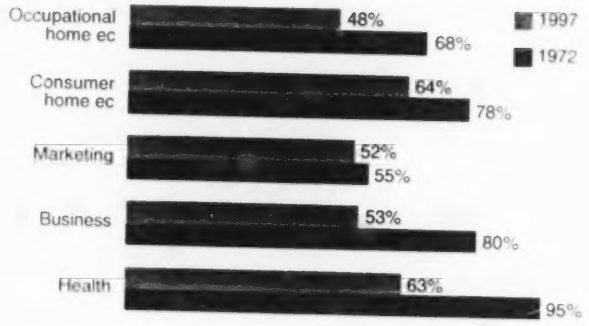
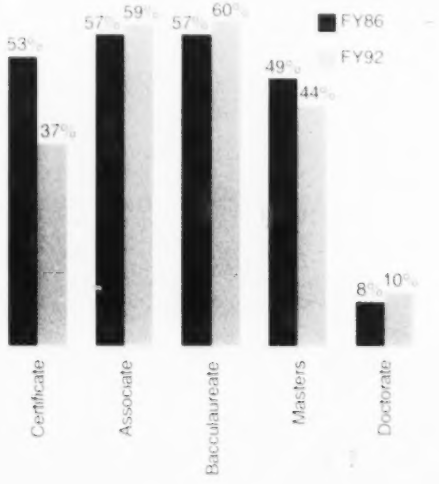


At the postsecondary level, historical data is more difficult to obtain. However, a review of degrees awarded by gender shows some change from 1986 to 1992, the first and last years for which gender information is reported.



Unfortunately, data by gender and field of degree has not been reported since the 1987/88 school year, when women were represented in selected fields in the following percentages:

Degree	% female
Engineering	14.3%
Natural sciences	34.2%
Nursing/Health	95.8%
Voc Ed	41.4%

During that academic year, women accounted for 58 percent of the total undergraduate population and 44 percent of the total graduate population.

Athletics

The most visible impact of Title IX nationwide has been on university athletics. But on the trip to the university level in Alaska, the law also changed the physical, mental and psychological lives of thousands of secondary-school-aged girls.

Before Title IX, the GAA playdays provided almost the only opportunity to high school girls for informal intramural or interscholastic competition in various sports. Cross-country skiing was the only truly girls varsity sport during the 1960's. Not until the fall of 1972 did the participants first receive letters for competing on varsity cross country running teams. In 1971-72 seasons, state championships were held in volleyball, basketball, badminton, gymnastics and track as part of an expanded GAA program—all very informal and undeveloped. At most sites, the GAA used the gym one day a week after school.

By 1976, 1,118 girls were participating in interscholastic sports events, a 738 percent increase in seven years. During the same period the number of boys participating jumped 23 percent to 5,714. The urban areas were fairly quick to implement Title IX. Compliance lagged in the more remote districts. The Alaska Women's Commission indicated in 1980 that 25 percent of Alaska's 53 school districts had not yet complied, largely because of the self-assessment requirement and lack of staff to do paperwork.

ASAA/FIRST NATIONAL BANK CHAMPIONSHIPS

Over the past quarter century, Title IX has changed the world of "girls' playdays" dramatically. In Alaska today some 6,700 girls compete in 10 sports, compared to 8,700 boys in 11 sports statewide. Two-thirds of the female participation is in sports which have about equal representation of males and females, such as basketball, cross country running and skiing, soccer, swimming, tennis and track and field. Gymnastics and volleyball remain essentially female sports, while football and wresting continue to be male domains.

These changes did not come without some strife. In the spring of 1984, an Anchorage high school junior girl wanted to pole-vault. The school wouldn't let her so she filed a grievance. A year later Alaska became the first state to sanction the sport through the National Federation of State High School Associations. However, before girls could compete, the school took an opinion survey of the other students and asked doctors if it would be injurious to her health.

In 1979 the University of Alaska Anchorage (UAA) had no prestigious women's basketball program, no intercollegiate volleyball or gymnastics team, and few women's basketball scholarships. The women's uniforms were "old." Players had to raise money for road trips. Under those conditions three women players went to court and charged UAA with sex discrimination under Title IX. An out-of-court settlement two years later required UAA to provide equal opportunity for women in athletics—equal scholarships, equal equipment, equal travel funding, and equal treatment on the road. By then there was a women's volleyball team and, as part of the settlement, UAA started a gymnastics team in 1984.

According to the most recent report (1996/97) filed by UAA under the federal *Equity in Athletics Disclosure Act*, women's teams account for 36 percent of participation on varsity squads, 29 percent of recruiting expenditures and 36 percent of athletically-related student aid. That expenditures on women's athletics are considerably lower than those on male programs is attributable in large part to the differences in revenues generated by the two programs. Men's varsity programs generated $1,830,068 in FY97, or about 95 percent of expenditures for such program. Women's sports generated $157,351 or about 20 percent of expenses. The figures for University of Alaska Fairbanks (UAF) are less dramatic: men's programs generate about 60 percent of expenses while women's programs generate 30 percent. On both campuses, however, providing equal opportunity for women's sports requires institutional commitment. As revenues decline and programs are increasingly required to be more self-supporting, the threat to women's varsity athletic programs is severe.

Coaches and administrators see changes in women's involvement as a "positive outgrowth, not at the cost of boys participation."

Despite strides made on the playing fields, availability of coaching opportunities remains a problem. In fact, a study by physical education professors at Brooklyn College in New York discovered that every NCAA college that offers women's athletics experienced a sharp **decrease** in women coaches and administrators in years since Title IX. Women once held nearly 100 percent of all coaching and administrative positions in women's athletics before 1972. Women now hold 50 percent of coaching jobs and only 15 percent of the administrative positions. The situation is similar in Alaska. At both UAA and UAF, 3 of the 4 head coaches for women's teams are male.

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Men dominate leadership positions at the high school level as well. The National Federation of High School Associations says that men coach more girls sports than women do in 41 states. In Alaska, 36 percent of all girls sports are coached by women. In Anchorage, 77 percent of all high school coaches or 69 out of 90 are men. Of six girls' basketball coaches only one is a woman.

In the 1980's the ASAA set up conferences based on school size and sought out coaches, officials and facilities to accommodate the activities. Not many coaches had experience working with girls. In the beginning, boys' coaches were paid; girls' coaches volunteered. For some, the concept of a married woman spending as much time away from home as a male coach caused consternation. There was trouble finding quality among women coaches. The end result was that when a woman stepped out of the job, a man would step into it, leaving one less women's athletic job filled by a woman.

Even with these problems, however, the biggest change for women under Title IX has been sports. Those right in the fray of these changes—representatives of ASAA and the Secondary School Principals Association, who were concerned about the balance of boys and girls athletics—say there has been "definitely a change in attitude—an 180 degree turn in athletics." One interviewee remarked that "When I compare my adolescence and today, I see a healthy change for women in education, and the biggest change is sports."

Coaches and administrators see changes in women's involvement as a "positive outgrowth, not at the cost of boys participation." They admit to not always being so positive, and there were concerns about what the equitable inclusion of genders in sports would bring. However, after 25 years they believe that those involved "should feel good about it" because Title IX applied to sports has trickled down to other aspects of education.

For some, having the adequate facilities was a vital element of making Title IX work. The boys and girls teams needed a place both for basketball practice and competitive events. Schools and the state had to build facilities—sometimes it took 10 years—find qualified coaches, rustle up money to pay travel to tournaments. Those involved admit to "a little problem with girls on boys teams", but they reflected that "there were no K-12 lawsuits and everybody had an opportunity to participate at the level they should."

STATUS

What has been accomplished in the 25 years of Title XI's life and the 15 years of Chapter 18? One interviewee believes that because of these laws "after 25 years we can look back and see we've made great strides. Today, a young woman who wants to be something besides a teacher, nurse, or secretary will have less trouble living her dreams."

Others see tangible impacts through "lots of women administrators, women's sports receiving some of the tax moneys, women coaches being paid real salaries and some recognition of women's contributions to history."

Educators have altered curriculum to make it more gender equitable. School boards, administrators and teachers have reviewed textbooks for gender bias and ethnic diversity. Teachers have examined how they taught—whether they favored males or females. They have participated in waves of training so as not to be gender-biased.

Yet, need for improvement remains. After a whole generation of equity legislation, even women teachers call more frequently on boys than girls because of different expectations. Studies indicate teachers treat males differently in such things as praise, encouragement, individual attention, and questioning strategies.

Women's sports programs, particularly at the postsecondary level, are feeling the pinch of declining state revenues and the push toward more self-support. Without institutional support, these programs cannot survive.

Because the "glass ceiling" remains, few women in administration will rise above middle management. Moves in higher education toward less tenure track positions will further limit the numbers of women with full professorships.

But perhaps potentially the most devastating blow to gender equity is the erosion of state and federal support. Like many other social agendas, equity in Alaska education has become yet another unfunded mandate.

Alaska passed Chapter 18, a model state statute addressing gender equity in education, but provided no funding to administer it. The Alaska Department of Education was able to piecemeal some funds from its regular state general fund appropriations and Title IV, the Office of Civil Rights (OCR) Act. Also, there was support from the federal Carl Perkins Act for Vocational Education. The state funding was phased out in the early 1990's as was the OCR funding and, now, the Perkins funds appear jeopardized. Even if the Perkins program continues to be funded, it addresses a limited number of vo ed courses, and cannot provide a general level monitoring of gender equity.

Because Title IX and Chapter 18 are unfunded state and federal mandates, they won't receive the scrutiny that they should. Self-monitoring on the part of educational institutions—no matter how well intentioned—is no substitute for accountability to an outside authority, particularly when hard resource allocation decisions must be made. Without oversight at the state and federal levels, efforts to promote gender equity will likely falter in the face of other demands on scarce resources.

Yet whatever its future, Title IX has enabled a generation of women and girls to walk through doors previously closed to female students. Those who have shared the turbulent years of Title IX and Chapter 18 and who recognize the accomplishments achieved can only hope that Alaskans do not take them for granted.

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ACKNOWLEDGEMENTS

Editor's Note-The following education, other profession and business leaders contributed to the report, generally through agreeing to be interviewed or responding to requests for information. All in some way have been historically instrumental or are currently active in the implementation, development and monitoring of gender equity in Alaska education.

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